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courses are too difficult to be completed in eight years by the average child who starts at the age of five, six, or seven, and our systems of grading are too inflexible to permit the more mature child to make up the handicap he is under through late start."

The children who start late to school are apt to progress more rapidly than those who start early, but most of the former never graduate. "Those who start early are the ones most likely to finish."

Remedial measures and means for increasing the efficiency of schools in the matters of the advance and progress of pupils are discussed in concluding chapters.

The results of the study, as outlined above, are very evidently of much importance in the general administration of our public schools, and should lead to further studies at first hand by school superintendents and by grade teachers in their own school systems.

WALTER F. DEARBORN

THE UNIVERSITY OF CHICAGO

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